

**Foreign language C for translators and interpreters 1
(Russian)**

Code: 101469
ECTS Credits: 9

| Degree | Type | Year | Semester |
|--------------------------------------|------|------|----------|
| 2500249 Translation and Interpreting | FB | 1 | 1 |
| 2500249 Translation and Interpreting | OT | 4 | 1 |

Contact

Name: Liudmila Navtanovich
Email: liudmila.navtanovich@uab.cat

Use of Languages

Principal working language: (rus)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Liudmila Navtanovich
Inna Kozlova Mikurova

Prerequisites

None

Objectives and Contextualisation

The aim of this course is to provide an introduction to Russian language.

The function of this course is to give to students basic knowledge in linguistics so that he/she will be prepared to perform direct translation.

On successfully completing this course, students will be able to:

- Recognize the basic graphic and lexical system and understand basic written expressions related to a specific and immediate environment. (MCRE-FTI A1.1.)
- Use the basic graphic and lexical system and produce basic written expressions related to the specific and immediate environment. (MCRE-FTI A1.1.)

Competences

Translation and Interpreting

- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
5. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
6. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic knowledge.
7. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
8. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending a diverse typology of verbal texts of general topics of well-known areas.
9. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the information of clear and simple oral texts of general topics.
10. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of clear verbal texts about general topics.
11. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending verbal texts about personal and general topics of well-known areas.
12. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending information of short and simple written texts about subjects related to the immediate environment.
13. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics from a wide variety of fields and registers.
14. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics of well-known areas.
15. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of written texts of a certain complexity about personal and general topics of well-known areas.
16. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the essential information of written texts about general topics.
17. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce basic verbal expressions related to the immediate environment.
18. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple verbal texts about topics related to the immediate environment.
19. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce simple verbal texts about general topics.
20. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics of well-known areas.
21. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts of a certain complexity about personal and general topics of well-known areas.
22. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of written texts of a certain complexity about general topics of well-known areas.

23. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple written texts about topics related to the immediate environment.
24. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about general topics.
25. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about topics related to the immediate environment.
26. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of a certain complexity about personal and general topics of well-known areas.
27. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies to use the basic graphic and lexical system in order to produce simple written expressions related to the immediate environment.
28. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend verbal texts about personal and general topics of well-known areas.
29. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand basic verbal expressions related to the immediate environment.
30. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand clear verbal texts about general topics.
31. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand simple and clear verbal texts about general topics.
32. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
33. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts of a certain complexity about general topics from a wide variety of fields and registers.
34. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend information of short and simple written texts related to the immediate environment.
35. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend verbal texts of a certain complexity about personal and general topics of well-known areas.
36. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
37. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand basic written expressions related to the immediate environment.
38. Producing verbal texts from different fields and with specific communicative purposes: Producing basic verbal texts with specific communicative purposes, following standard models of discourse.
39. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts with specific communicative purposes, following standard models of discourse.
40. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing basic verbal expressions related to the immediate environment.
41. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing basic verbal texts about general topics that are appropriate to their context.
42. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts about personal and general topics of well-known areas.
43. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts of a certain complexity about personal and general topics of well-known areas.
44. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
45. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts about general topics of well-known areas with specific communicative purposes and following standard modes of discourse.
46. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing basic written expressions related to the immediate environment with linguistic correctness.

47. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing really short and simple texts about topics related to the immediate environment with linguistic correctness.
48. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing written texts about general topics that are appropriate to their context.
49. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing written texts of a certain complexity about personal and general topics from well-known areas and with specific communicative purposes, following standard modes of discourse.
50. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

Communicative contents:

- a) Express the action, existence and presence
- b) Express feelings and opinions
- c) Express the obligation, necessity and possibility in the present time
- d) Characterize a person, thing and action
- e) Express the time in which an event occurs
- f) Express the position and situation in space

Phonetic contents:

- a) The sounds
- b) The main models of intonation and their communicative value

Grammatical contents:

- a) The gender and singular and plural forms of nouns
- b) Qualifying and determining adjectives
- c) Personal, possessive, demonstrative and interrogative pronouns
- d) Cardinal numerals up to forty and ordinal numerals from one to ten
- e) Verbs of the first and second conjugation in the present
- f) Adverbial functions, modal adverbs

Lexical content:

- a) Expressions of salutation, apology, parting, etc.
- b) Conversations about yourself and your family
- c) Conversations about the place of living, languages we speak, etc.
- d) Conversations about daily activities

Intercultural contents:

- a) Russian as a Slavic language
- b) Some historical facts about Russia
- c) First and patronymic names, surname, diminutive forms names (198 words).

Methodology

Learning activities are organized into three categories based on the degree of student autonomy involved:

- Directed activities: carried out according to a set timetable and in the presence of a lecturer.
- Supervised activities: carried out under the supervision of a lecturer or tutor.
- Autonomous activities: carried out by students without supervision, requiring them to organise their own time and work (either in groups or individually).

Students must keep abreast of the news and information published on the Virtual Campus / Moodle.

All activity deadlines are indicated in the subject's schedule and must be strictly adhered to.

The work students carry out mainly consists of:

Directed activities

- Lectures
- Tutorials

Supervised activities

- Reading assignments
- Written assignments
- Grammar exercises
- Translation exercises
- A series of exams

Autonomous activities

- Individual/group presentations
- Assignments to be performed in an autonomous way

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|-----------------------|-------|------|--|
| Type: Directed | | | |
| Directed activities | 10 | 0.4 | 2, 1, 3, 4, 37, 34, 35, 36, 26, 22, 12, 16, 15, 46, 47 |
| Type: Supervised | | | |
| Supervised activities | 50 | 2 | 2, 4, 1, 3, 37, 34, 23, 25, 12, 16, 47, 48 |
| Type: Autonomous | | | |
| Autonomous activities | 25 | 1 | 3, 1, 2, 4, 37, 34, 35, 33, 32, 36, 22, 23, 25, 27, 16, 46, 47, 48 |

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.

Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|-------------------------------------|-----------|-------|------|--|
| Assessment of oral comprehension | 20% | 28 | 1.12 | 5, 6, 7, 17, 21, 18, 19, 20, 40, 43, 41, 42, 38, 39 |
| Assessment of oral production | 30% | 42 | 1.68 | 3, 4, 1, 2, 26, 22, 23, 24, 25, 27, 46, 49, 45, 47, 48, 44, 50 |
| Assessment of reading comprehension | 35% | 49 | 1.96 | 2, 1, 3, 4, 37, 34, 35, 33, 32, 36, 12, 16, 15, 14, 13 |
| Assessment of written production | 15% | 21 | 0.84 | 5, 7, 6, 29, 30, 31, 28, 10, 9, 8, 11 |

Bibliography

Textbooks:

- Dossier.
- Chernishev, S., Chernisheva, A. (2019) Pojehali! 1.1. (Textbook ISBN: 78-5-907123-06-9 and Workbook ISBN: 978-5-907123-08-3), the edition of 2019 and later includes QR codes for related Audiomaterials.
- Sanchez Puig, M. et al. Curso Completo de Lengua Rusa. Hispano Eslavas, 2008.
- Bélikova G., Shútova T., Yeroféieva I., Russki yazik: pervie shagui. Part 1. St. Petersburg: Publisher of the University of Saint Petersburg, 2000.
- Javronina S., Shirochinskaya A., The Russian in exercises. Madrid, Rubiños, 1992.

Web links:

<https://e-cla.unibo.it/course/view.php?id=1142#section-0>

Dictionaries:

- Russian-Spanish Russian-Spanish Dictionary. - Marzishevskaya.
- Spanish-Russian Dictionary - Narúmov.
- Russian-Spanish Dictionary - Nogueira.

Grammars:

- Púlkina I., Zajava E., The Russian. Practical grammar Madrid, Rubiños - Russki yazyk, 1992.
- Drosdov Díez T., Cuesta Andrés T., Russian grammar exercises. Madrid, Rubiños, 1989.
- Sánchez Puig M., Drosdov Díez T., Guide to the Russian verb. Madrid, Rubiños, 1989.
- Zajava-Nekrásova, Cases and prepositions in the Russian language. Madrid, Rubiños, 1993.

Web links:

Search engines: - <http://www.yandex.ru>

Dictionaries, encyclopaedias, grammars and linguistic queries:

- <http://www.gramota.ru>

Bilingual dictionaries:

- <http://www.multitran.ru>
- <http://www.online.multilex.ru>
- <http://www.abbiionline.ru/translate.aspx?LingvoAction=translate&Ln=5&words>

Russian television:

- <http://www.webtelek.com>
- <http://www.1tv.ru/home.htm>

Russian press:

-[http: //www.russie.net/liens/presse.htm](http://www.russie.net/liens/presse.htm)

Russian radio:

- <http://www.webtelek.com>

- <http://www.russie.net/liens/radio.htm>

Russian Literature:

- <http://az.lib.ru/>

Software

Any free application to read QR codes (Code Reader, QR Droid, NeoREader, TeaCapps...)